

URBAN/MUNICIPAL

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A37

1998

AGENDA
SPECIAL EDUCATION
ADVISORY COMMITTEE

FEB. 17, 1998

CAY ON HBL W26

A37

1998

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

SPECIAL MEETING

URBAN MUNICIPAL

February 17, 1998

FEB 25 1998

GOVERNMENT DOCUMENTS

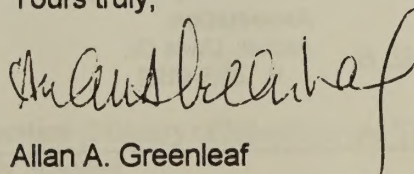
TO THE MEMBERS OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

(B. Shepard; Trustees Bishop, Dewar, Peddle; L. Archer, S. Bramberger, D. Bucsis, L. Burns, H. Bushey, N. Dalziel, V. Kerr Jaskiewicz, T. Must, R. Peters, B. Pupols, B. Shields, C. Vidic, C. Vlahovich and V. Wylson-Sher)

A meeting of the Special Education Advisory Committee has been scheduled for Tuesday, February 24, 1998 at 7:15 p.m. in the Lower Auditorium at the Education Centre.

An Agenda is attached.

Yours truly,



Allan A. Greenleaf

Director of Education and Secretary

rt

Encl.

Notice sent to all Trustees and Representatives

**SPECIAL EDUCATION ADVISORY COMMITTEE
1998 MEMBERSHIP**

Chair of SEAC

Shepard, Beverly

Elected Officials of the Board

Trustees Bishop, Judith
Dewar, Janice
Peddle, Laura

MEMBERS OF LOCAL ASSOCIATIONS/ORGANIZATIONS

Association for Bright Children

Shepard, Beverly
H: 648-2853
Kappheim, Arlene [Alternate]
H: 385-3839

**CHOICES - Supporting People
with Developmental Disabilities**

Bushey, Hal
H: 689-7240

**Hamilton District Society for
Disabled Children**

Dalziel, Nalda
B: 521-2100 Ext 7416 H: 522-5413

**Autism Society Ontario
Hamilton-Wentworth Chapter**

Wylson-Sher, Vicky
H: 648-4266
Simms-Obidi, Teresa [Alternate]
H: 545-9643

**Down Syndrome Association of
Hamilton**

Pupols, Beverley
H: 574-2716
Innes, Lisa [Alternate]
H: 527-8455

**Hamilton and District Easter
Seals Parent Delegate Group**

Kerr Jaskiewicz, Vicky
B: 648-0222 [Mon-Wed.]
H: 383-4188

**Canadian National Institute for
the Blind (CNIB)**

Peters, Robert
H/B: 560-6051

**Hamilton Association for
Community Living**

Shields, Bryan
B: 528-0281 H: 385-1485

**Learning Disabilities Association
of Hamilton-Wentworth**

Bucsis, David
B: 546-3866
Parker, Tom [Alternate]
H: 627-4806

**Children and Adults w/ Attention
Deficit Disorders [ChADD]**

Vidic, Carmela
H: 573-9305

**Hamilton Council of Home and
School Associations**

Burns, Linda
H: 547-2063

**Ontario Assoc. for Families of
Children w/ Communication Disorders**

Must, Thomas
H: 529-7845
Lazar, Donna [Alternate]
H: 389-8012

ADDITIONAL MEMBERS OF SEAC

**Hamilton-Wentworth Community
Care Access Centre**

Bramberger, Sue
B: 523-8600 Ext 360
Flatt, Catharine [Alternate]
H: 628-2030

**Ontario Psychological
Association**

Archer, Linda Dr.
B: 525-4192

**The Children's Aid Society of
Hamilton-Wentworth**

Vlahovich, Charlotte
B: 522-1121 Ext 241 H: 577-0222

BOARD OFFICIALS/REPRESENTATIVES

Bond, Elizabeth Dr.
Superintendent of Program

Joudrie, Wayne
Superintendent of Schools

Tomlinson, Janice Dr.
Interim Assistant Superintendent
of Program

Campanella, Carol
Interim Project Team Leader -
Special Education

Harper, Nancy
Special Education
Co-ordinator/Consultant

**Hamilton Teachers' Federation
(HTF)**

Schwenger, Leah
c/o Earl Kitchener School

**Hamilton Principals' Association
(HPA)**

Hipkiss, Eric
c/o Sanford Ave. School

**Hamilton Secondary School
Principals' Council (HSSPC)**

Dube, Suzanne
c/o Westmount School

**Wentworth Women Teachers'
Association**

Butterworth, Norma
c/o University Gardens Building

**Wentworth Principals'
Association**

Moncur, Gary
c/o Parkwood School

Minute Room, Director's Office
527-5092 [Ext. 2273/2274]
Fax - 521-2539

Superintendent of Schools
[W. Joudrie's Office]
523-8621 [Ext. 213]
Fax - 648-5583

A G E N D A
SPECIAL EDUCATION ADVISORY COMMITTEE
1998 02 24

Location: Lower Auditorium, Education Centre

- | | | | |
|------------------|--|---|-------------------------|
| 7:15 - 7:20 p.m. | Approval of Agenda
Confirmation of the minutes - January 28, 1998 Meeting
Election of Vice-Chair | | |
| 7:20 - 7:25 p.m. | Remarks | - Chair
- Superintendent of Schools
- Interim Assistant Superintendent of Program | |
| 7:25 - 7:55 p.m. | Organizational Update | | Members |
| 7:55 - 8:05 p.m. | BREAK | | |
| 8:05 - 8:10 p.m. | Membership Update | Pages 1 to 2 | B. Shepard/W. Joudrie |
| 8:10 - 8:15 p.m. | Transportation Update | Page 3 | W. Joudrie |
| 8:15 - 8:20 p.m. | Amalgamation Update | | J. Tomlinson |
| | ⇒ The Transition Process - Office of Transitional Services
⇒ Memo from the Director re Senior Administrative Assignments | | |
| 8:20 - 8:45 p.m. | Terms of Reference | Pages 4 to 6 | J. Tomlinson/Committee |
| 8:45 - 9:00 p.m. | Pending Issues | | B. Shepard/J. Tomlinson |
| | <ul style="list-style-type: none">▪ Annual Review of Special Education (Ministry of Education and Training)▪ Special Education Review (City Schools)▪ New Identification, Placement and Review Committee (IPRC) Parent Brochure▪ New SEAC Brochure▪ SEAC Posters for Schools▪ IPRC Video▪ Presentation by Neurological Rehabilitation Institute▪ Learning Resource Teacher (LRT) In-Service | | |
| 9:00 - 9:15 p.m. | Future Agenda Planning | | B. Shepard |
| | <ul style="list-style-type: none">▪ Agenda Format▪ Review of Special Education Programs and Services | | |

***IF YOU ARE UNABLE TO ATTEND, PLEASE CONTACT
THE MINUTE ROOM AS EARLY AS POSSIBLE - 527-5092 EXT. 2273/2274***

NEXT REGULAR MEETING: WEDNESDAY, MARCH 25, 1998

CONFIDENTIAL

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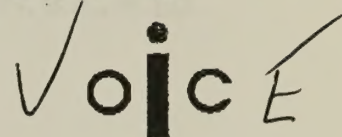
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CONFIDENTIAL



for hearing impaired children

124 Eglington Ave. West
Suite 230
Toronto, Ontario
M4R 2G8
Tel: 416-487-7719
Fax: 416-487-7423
E-mail: voico@web.net
www.web.net/~voice

January 29, 1998

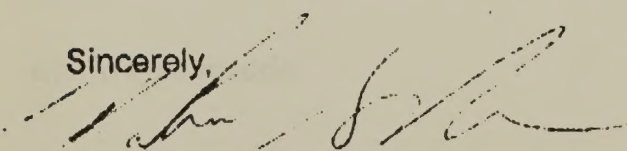
Mr. Alan Greenleaf, Director/Secretary
Hamilton-Wentworth District Board of Education
Box 2558, 100 Main Street West
Hamilton, ON
L8N 3L1

Dear Mr. Greenleaf.

In accordance with Section 206 (2) of the current Education Act, it is my pleasure, as Provincial Executive Director for VOICE for Hearing Impaired Children, to nominate Dave Stupple for SEAC membership with your school board's SEAC. VOICE is a Provincial parent organization that is eligible for SEAC membership, as defined in Section 206 (1). Mr. Stupple has served as a SEAC representative in the past, and he is a member in good standing of VOICE.

Dave Stupple
9 Louisa Street
Freelton, ON
L0R 1K0
Res: 905-659-7547
Fax: 905-659-1196

Sincerely,



Richard Solomon
Executive Director

Cc: Dave Stupple
Deborah Zelic, Halton/Hamilton/Niagara Chapter Chair

*original to follow
by mail.*

GLENWOOD SCHOOL

20 Miller Drive,
ANCASTER, Ontario
L9G 2J1 (905) 304-0776

PAGE 2

RICHARD DAWSON, B.A., M.ED.
PRINCIPAL

January 26, 1998

OFFICE OF THE

JAN 26 1998

DIRECTOR OF EDUCATION

Mr. A. Greenleaf
Director
Hamilton-Wentworth District School Board
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Greenleaf:

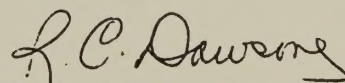
I am pleased to inform you Mrs. Brenda Stricker has been appointed to represent the Glenwood School Council on the Hamilton-Wentworth District School Board, Special Education Advisory Committee.

Mrs. Stricker has previously represented the Glenwood School Council on the former Wentworth County Board of Education, Special Education Advisory Committee.

If Mrs. Stricker is going to be absent an alternate will attend in her place.

On behalf of the Glenwood School Council we extend best wished at your Inaugural meeting.

Yours in education,



Richard C. Dawson
Principal

RCD:bp

c.c.: Wayne Joudrie



"A SPECIAL PLACE TO LEARN"

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

P.O. Box 2558
100 Main Street West
Hamilton, Ontario L8N 3L1
Telephone (905) 527-5092
Fax (905) 521-2539

Satellite Office:
357 Wilson Street East
Ancaster, Ontario L9G 4B7
Telephone (905) 523-8621
Fax (905) 648-5583

Transportation and Planning Department Memorandum

To: Glenn Attridge, Attridge Transportation Incorporated
Ron Royer, Caledonia Transportation

From: Arlene Young, Manager of Transportation and Planning

Subject: Transportation for Special Education Students

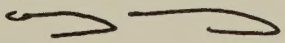
Date: February 2, 1998
(Sent by facsimile)

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At a recent meeting of the Special Education Advisory Committee (SEAC), a concern was identified in regard to early morning drop-offs for special education students. Supervision at each school is available 15 minutes prior to the first bell. Students may *not* be dropped off prior to supervision being available. At this time, the concern is general in nature without specific schools being identified.

Please advise your drivers that early drop-offs are not permitted. Corrective scheduling must occur for any route which results in an early drop-off. A copy of the schools, telephone numbers and Principals has been attached with this memorandum for your use. Thank you for your co-operation. Feel free to contact me if you have any questions.

/SEAC-EarlyBusDrop-980202
Copy: Wayne Joudrie, Superintendent of Schools ✓
L. Jones, Transportation Officer


FEB 03 1998

DRAFT

SPECIAL EDUCATION ADVISORY COMMITTEE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD TERMS OF REFERENCE

Ontario Regulation 464/97 made under the Education Act

NAME: The name of the committee shall be the Hamilton-Wentworth District School Board Special Education Advisory Committee.

MANDATE: The mandate of the Special Education Advisory Committee of the Board is to make recommendations to the Board regarding matters related to the establishment, development and delivery of special education programs and services.

COMPOSITION:

The Special Education Advisory Committee shall consist of:

- a) one representative from no more than twelve local associations. Local association is defined as an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.
- b) one alternate for each representative.
- c) three trustees appointed by the Board.
- d) up to eight additional members. Additional members are defined as members who represent an organization which furthers the interests and well-being of one or more groups of exceptional children or adults and who are neither representative of a local association or members of the Board or another committee of the Board.
- e) The composition of the SEAC membership shall reflect the range of exceptionalities within the Hamilton-Wentworth District School Board.

Qualifications:

Members of SEAC must be a Canadian citizen, 18 years of age or older, a resident within the area of jurisdiction of the Board and a public school board elector.

A person is not qualified to be a member of SEAC if he/she is employed by the Board.

TERMS OF OFFICE:

The members of the Committee shall hold office during the period of time of the Board of Trustees.

The board may fill vacancies for the remainder of the term of the vacancy.

Until the vacancy is filled, the alternate shall act in the member's place.

RESPONSIBILITIES OF COMMITTEE MEMBERS

Each member is expected:

1. to respond to the needs of all exceptional students under the jurisdiction of the Board.
2. to respect the right to privacy of individual exceptional pupils by avoiding discussion of individual cases.
3. to acquire and maintain a working knowledge of the special education programs and services provided by the Board.
4. to present to the Committee the interests, concerns and suggestions of the association which they represent, regarding the programs or services of the Board.
5. to suggest items of concern for inclusion on the agenda
6. to suggest appropriate educational topics for discussion
7. to make motions for debate and decision
8. to keep the local association which they represent informed of the proceedings of the Committee
9. to be available as an informed and knowledgeable resource to the parents of exceptional children. This could include providing information on the special education programs, services and procedures of the Board including in particular the Identification, Placement and Review procedures and appeals
10. to be available as an informed and knowledgeable resource for the schools and the community
11. to attend meetings on a regular basis, or to inform the alternate and the SEAC chair or SEAC secretary when he/she cannot attend the meeting. When so informed, it is the responsibility of the alternate to attend the meeting and act in the member's place.

Note: Where an organization is not represented by a member or alternate at three consecutive SEAC meeting, without notice, the Board shall inform the organization of the duties of attendance. If the matter is not resolved within 60 days, the Board shall inform the organization that their membership is vacated.

COMMITTEE MEETINGS

Quorum

A quorum is defined as the majority of the members of the Committee.

Meeting Dates/Times

Meetings shall be held once monthly, except July and August.

Meetings shall commence at 7:15 pm and end at 9:15 pm. Extensions may be made by a majority vote.

Rules of Order

The appropriate rules of the Board shall govern the order and conduct of the meeting of the Committee.

Election of the Chair/Vice-Chair

At the first meeting of the Committee, the members shall elect one of their members as chair and one of their members as vice-chair. The vice-chair shall act as the chair in the chair's absence.

Voting

Every member present at a meeting, or his/her alternate when attending the meeting in place of the member, shall have one vote.

The chair may vote with the membership.

In the case of a tie vote, the motion shall be lost.

DUTIES OF THE BOARD

- 1) The Board shall make available to the SEAC personnel and facilities necessary for the proper functioning of the committee.
- 2) The Board shall provide the members of SEAC and their alternates with timely information and orientation regarding:
 - a) the role of SEAC and the Board in relation to special education
 - b) Ministry and Board policies relating to special education.
- 3) Prior to making a decision on a recommendation made by SEAC, the board shall provide an opportunity for SEAC to be heard by the Board or any other committee of the Board to which the recommendation is referred.
- 4) SEAC shall have the opportunity to participate in the Board's annual review of the special education plan.
- 5) SEAC shall be provided with the opportunity to participate in the annual budget process as it relates to special education.
- 6) SEAC shall be provided with the opportunity to review the financial statements of the Board that relate to special education.

Hamilton-Wentworth District School Board

100 Main St. West Hamilton, ON L8N 3L1

Office of Transitional Services

Contact: 527-5092, ext 2357 / Email - mdavis@hwdsb.on.ca

Content:

- The Transition Process
- Process for the
Determination of Policies
- Invitation to Transition
Committees

Hamilton-Wentworth District School Board

THE TRANSITION PROCESS

BACKGROUND

Amalgamation offers both opportunities and challenges. By building on the work accomplished by the County and City school boards, the Hamilton-Wentworth District School Board has the opportunity to build a unique entity whose hallmarks will be outstanding programs, accountability, equity, efficiency and community involvement. However, the Board will be challenged to organize and deploy resources so that efficiencies can be achieved and the majority of resources can be used to support students and their programs.

To date, the work of the L.E.I.C. and its sub-committees has provided the preparatory groundwork for transition from two entities to one. The stage is set to begin the work of shaping new policies and procedures that will represent "best practices" of the predecessor boards or new, innovative ways of doing business.

Although discussion has not taken place on vision and mission statements, it is safe to assume that key vision and mission statements will contain statements similar to the following from the former Hamilton and Wentworth boards:

Vision:

The vision of the Hamilton Board is to be a student-centred, school-based educational system which advocates and values the achievement of excellence, accountability, equity of opportunity, respect for diversity, partnerships, innovation, trust, openness in communication and a caring attitude.

Mission (Hamilton):

The purpose of the Hamilton Board of Education is educating students to enjoy life as creative, contributing responsible members of society.

Mission (Wentworth):

Helping all our students become informed, productive, responsible citizens by building foundations for lifelong learning.

PRINCIPLES

1. Existing program delivery, policies and services of the county and city boards will continue in their respective geographic regions, throughout the 1997-98 school year unless otherwise changed or altered by the Hamilton-Wentworth District School Board.
2. Equitable access to educational programs and services for all learners must be promoted with a goal of high educational achievement.
3. During the transition period, vacancies created by retirement or resignation may be considered as potential restructuring opportunities.

4. All employees will be treated with respect and fairness.
5. The new administrative structure must build capacity to advocate for parents and students, their schools and their local communities.
6. Schools will be organized in a manner that recognizes neighborhoods and local communities.
7. New structures must enable efficiencies through streamlining, consolidation and innovation.

FUTURE STATE

In addition to the day to day operations, it will be important to provide for strategic planning and a coordinated approach to transitions and communications by:

- developing strategic directions, goals and priorities;
- fostering a cohesive approach to Board priorities with an emphasis on issues that require partnerships among departments;
- establishing measures of accountability;
- developing a transition strategy and implementation of that strategy; and
- coordinating transition projects

The transformation to a single Board combined with competing demands for resources requires visionary restructuring that will allow for the integration of our cultures and effective program delivery. The restructuring must ensure that the organization operates in such a way that:

- our schools and the school system are accessible and welcoming to parents and the community;
- parents and the community are provided with relevant information about our policies, programs, services and students achievement; and
- parents and community members have meaningful opportunities for consultation , advocacy and input into decision-making at the school and system level

Therefore, restructuring must be focused on a shared vision of our education system which will evolve with the input from all levels within the system. Our success in this transformation process will correlate directly with our ability to listen closely, articulate our direction and share our vision with all our system partners.

PROCESS FOR DETERMINATION OF POLICIES

The following process for determination of policies was approved by Board on February 12, 1998:

INTRODUCTION:

The process outlined in this report for determining the Hamilton-Wentworth District School Board policies will not necessarily apply to all the almost 200 L.E.I.C. recommendations. Some recommendations address "operational" or "administrative" practices, which may be of interest to the Board, but do not require Policy approval. (see A.)

BACKGROUND:

A. L.E.I.C. Recommendations: Where No Policy Determination is Required:

1. Administrative changes within existing policy (i.e. internet access)
2. Corporate practices - in response to Ministry/Legal requirements (i.e. tuition fees)
3. Alignment of county and city practices within parameters of policy (i.e. suspension appeal process).

Practices/Changes are reported to Board through:

- a) Information report from appropriate Senior Official
- b) Transitional Report

B. L.E.I.C. Recommendations: Where Policy Determination is Required:

The policy determination process is outlined on the attached chart. The process is built on the following premises:

- **Planning for change is essential.**
- **The involvement of all stakeholders in the description of the desired change is critical.**
- **The desired changes must be professionally validated**
- **There must be a balance between the broad community and professional opinion.**
- **Accountability is an imperative .**

PROCESS

- L.E.I.C. recommendations are "clustered" into groupings which allow for a set of values/principles to be applied in a consistent fashion.

i.e.	special education, speech & language,	}	Student Support
	social work, psychology	}	Services

Transition Committee

- is established to address the identified "cluster" of recommendations.

Committee Membership

Criteria: (example - including but not limited to):

- members will represent the views of the member group - not personal self-interest
- members will be willing to attend meetings regularly
- members will possess an interest in the issue
- members will be committed to achieving results
- members will be willing to support committee decisions

Work Groups

- Provide data, identify issues, propose solutions, identify exemplary practices and provide professional expertise and knowledge.

The Transition Committee

- conceptualizes the proposals, determines the costs, and prepares recommendations (Policy Statement and Procedures) to the Superintendents of Education.

Superintendents of Education

- The recommendations are reviewed by Superintendents of Education - responses are added to the report.

Executive Council

- The recommendations are presented to Executive Council - all options and responses are considered:
 - (i) a report is prepared for the appropriate Standing Committee
 - OR
 - (ii) direction is provided to the Transition Committee to amend the recommendations prior to presentation to the appropriate Standing Committee

Boarding Standing Committee

- reviews the recommendations and approves the proposals for client/public information sessions.

Client/Public Information Sessions

- provide an opportunity for clarification of proposals.
- Responses from client/public hearings are generated.

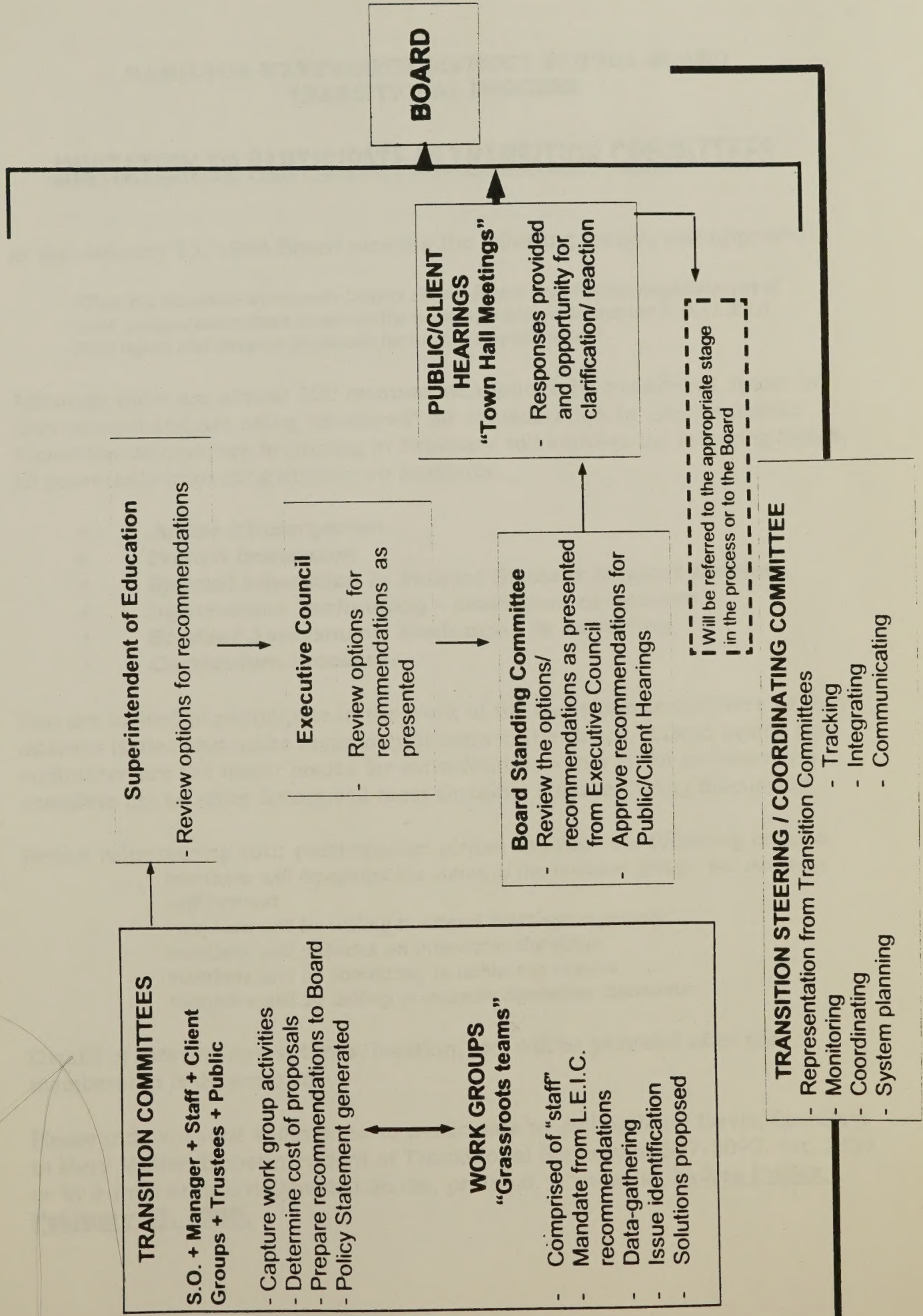
Board Standing Committee

- debates proposals taking into consideration client/public responses.
- approves proposal for consideration by **Board** or refers proposals back to Executive Council.

Transition Steering (Coordinating) Committee

The Transition Steering Committee will be composed of representatives from the Transition Committees. Its function is to monitor, coordinate and integrate the recommendations from the various committees. The Steering Committee will provide input to the Superintendent of Transitional Services.

L.E.I.C. RECOMMENDATIONS - POLICY DETERMINATION PROCESS



**HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
TRANSITIONAL PROCESS**

INVITATION TO PARTICIPATE IN TRANSITION COMMITTEES

At the January 15, 1998 Board meeting the following motion was approved:

"That the Hamilton-Wentworth District School Board approve the establishment of work groups/committees to review the recommendations contained in the L.E.I.C. final report and develop proposals for trustee consideration."

Although there are almost 200 recommendations to be considered, many are inter-related and are being "clustered" for consideration by one committee. Transition committees beginning in February will address the following topics, all potentially impacting directly on students.

- ♦ **Junior Kindergarten**
- ♦ **French Immersion**
- ♦ **Special Education & Related Student Support Services**
- ♦ **Information Technology - classroom computers**
- ♦ **Student Assessment, Evaluation & Reporting**
- ♦ **Curriculum Processes**

You are invited to participate in the work of the transition committees as they address issues and make recommendations to the Board. Listed beside each committee are the major issues for consideration - this is not necessarily a complete list as other issues will most certainly surface during discussion.

Before volunteering your participation please consider the following criteria:

- *members will represent the views of the member group - not personal self-interest*
- *members will be willing to attend meetings regularly*
- *members will possess an interest in the issue*
- *members will be committed to achieving results*
- *members will be willing to support committee decisions*

Details of meeting dates, times, location, etc. will be provided after the membership is determined.

Please indicate your willingness to participate by calling Mary Davis, Secretary to Merv Matier, Superintendent of Transitional Services at 527-5092, ext. 2357 or by e-mail at mdavis@hwdsb.on.ca, profs i.d. - "mdavis", **before Friday, February 27, 1998.**

TRANSITION COMMITTEES

1. JUNIOR KINDERGARTEN

Key issues for consideration:

- ♦ system-wide consistency of program
- ♦ Accommodation, boundaries, curriculum, transportation, funding, staffing

Options:

- ♦ Deleting existing 62 sites
- ♦ Retention of program in one part of the system
- ♦ Retention of program in high needs schools
- ♦ Use of alternative staffing
- ♦ 1/2 day/alternative full day
- ♦ Early identification program

2. FRENCH IMMERSION

Key issues for consideration:

- ♦ system-wide consistency of program available to all students
- ♦ Development of a French Immersion policy
- ♦ Review of program offerings - early immersion, late immersion, extended French
- ♦ Accommodation/boundaries
- ♦ Costing
- ♦ Availability of qualified teachers

3. SPECIAL EDUCATION AND STUDENT SUPPORT ISSUES

Key issues for consideration:

- ♦ Review existing services and models of delivery
- ♦ Consistency of service delivery
- ♦ Best practices incorporated into one plan
- ♦ Equity of access to services
- ♦ Efficiency

Psychological Services

Speech & Language / Communication Services

Social Work Services

- ♦ A flexible, differentiated model to support specific and changing system needs
- ♦ Coordination during the transition period
- ♦ Supervision

I.P.R.C. Process

- ♦ Continuum of placement including special classes
- ♦ Utilization of educational assistants

- Equity of programs, services and support
- Policy re requests from schools & parents
- Provision of a range of placement options
- System-wide consistency of support
- Skilled special education teachers
- Cost-effectiveness
- School health support services
- Home instruction
- A common philosophy, goals, vision and mission for Special Education - elementary and secondary

Related Areas:

- Compensatory Education
- Nutrition program
- Physical / Hearing / Vision Disabilities / Itinerant / Home instruction

4. INFORMATION TECHNOLOGY

Key issues for consideration:

Development of a common Information Skills and Technology System Plan

- Allocation of funds
- New initiatives and system directions
- Identification of best practice
- Staff development & in-service
- Alternate funding sources
- Facilitation of accountability and implementation of a system plan
- Establishment of a level of technical support adequate to meet system needs
- Review of education software licensing agreements

5. STUDENT ASSESSMENT, EVALUATION & REPORTING

Key issues for consideration:

- Development of philosophy, vision and mission statement for student assessment, evaluation and reporting in the context of instruction
- A common set of grade specific learning expectations across the District
- System and school initiated student achievement testing
- Policy to guide student assessment, evaluation and reporting at all grade levels
- Storage and issuing of student records after graduation
- Selection of a uniform electronic formats to record and track student performance and produce Report Cards

- System-level staffing needs for the support of student assessment, evaluation and reporting
- Development of a District School Board action plan for student assessment, evaluation and reporting including, but not limited to, necessary resources, teacher and principal in-service plans, other support services required
- Analysis/interpretation of test results for improvement of student learning
- Development of the School Profile Format and action plan for its implementation
- Development of a formal policy for the communication of the results of system-wide student achievement assessments

6. CURRICULUM PROCESSES

Key issues for consideration:

- A Curriculum Process Committee (CPC) representative of all stakeholders (superintendents, principals, central office staff, teachers, parents...) to develop policy and procedures for curriculum processes that ensure links with assessment, reporting (SAERC) and Instruction. The establishment of a procedure for on-going input into curriculum process from system and school personnel

Review

- On going review of curriculum currently in schools requires new curriculum and policy documents continue to arrive from the Ministry of Education & Training

Development

- Development and/or purchase of curriculum resources that support the implementation of the Ontario Curriculum 1-8 and the secondary school curriculum
- Ensure links of new curriculum resources to assessment and instructional practices

Implementation

- Establish a protocol for Program Services support for implementation
- Articulate a model for delivery of inservice to teachers

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

P.O. Box 2558
100 Main Street West
Hamilton, Ontario L8N 3L1
Telephone (905) 527-5092
Fax (905) 521-2539

Satellite Office:
357 Wilson Street East
Ancaster, Ontario L9G 4B7
Telephone (905) 523-8621
Fax (905) 648-5583

MEMORANDUM

To: All Personnel
From: The Director of Education
Re: Senior Administrative Assignments

Although I'm certain most staff are aware by now of the designated appointments of the superintendents, the additional assignments which make up the balance of their respective portfolios have not as yet been outlined. The superintendents have met on several occasions to review the specific system initiatives which will require their involvement during the next year, along with their regular duties. They have agreed to split up the remaining system-level, lead-role responsibilities as follows, once their new assignments commence on April 1, 1998:

Krys Croxall: Ontario Curriculum, FSL/FI, Elementary Staffing(shared), Elementary Panel Collective Bargaining

Stew Thompson: Staff Development, Leadership Training, Performance Appraisal

Ken Waters: Secondary Staffing, Secondary Panel Collective Bargaining, Athletics, Co-op Ed.

Elizabeth Bond: ESL, Antiracism, Adult&Continuing Ed, Corporation, IEC, Secondary Reform

Murray Quinn: Elementary Staffing (shared), Elementary Collective Bargaining, Safe Schools, Mentoring

Wayne Joudrie: Infotech, Computers in the Classroom, Media Services, Kits, Library

Pat Gillie: Environment, Outdoor Education, School Year Calendar

County West Superintendent: JK/ECE, Child Care, Superintendents' Budget Coordination, Superintendents' Meeting Chair

Superintendent of Instructional Services: Assessment, Reporting, Research, Student Services, Public Health Liaison, Section 27 Classes

It is important to note that the "lead-role" designation is intended to ensure that a particular superintendent will be responsible for initiating, monitoring and tracking developments in the areas specified. However, it should also be understood that each of the superintendents will be assisting and supporting the lead superintendent in carrying out these functions, as required; e.g. the lead-role for French Immersion has been assigned to Krys Croxall, but there are several schools outside her jurisdiction in which the French Immersion program is offered, thereby necessitating the involvement of the superintendents responsible for those schools, as well.

Reference to the role descriptions of each of the supervisory officer positions will complete the assignment profile for each superintendent. The ancillary assignments have been sorted out to reflect an appropriate workload balance as the transition to the new structure occurs. Making the shift on April 1st, a date notable for other reasons, has been deemed advisable as a result of system desire to get started now, rather than wait until the next school year to make the changes projected. Obviously, a period of adjustment, with some overlap, may be necessary to ensure that matters already in process are not hampered in any way by the re-assignment of the individuals involved.

The senior administration is confident that the programs, services, and operations of the Board will be delivered efficiently and effectively through the distribution of central system responsibilities amongst all the superintendents. As always, staff are expected to work through their designated Superintendent should any unanticipated difficulties arise in the implementation of the revised supervisory structure.

Feb. 9/98

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DIRECTOR OF EDUCATION

The Director of Education shall be the chief executive officer and the Secretary of the Board. In this capacity, the Director shall be responsible for initiation, development and administration of Board policies. It shall be the responsibility of the Director to keep the Board informed of educational developments affecting the schools under the Board's jurisdiction; to provide advice, suggestions, and recommendations to promote a total program which will serve efficiently the educational needs of the schools; and to report periodically to the Board on the effectiveness of such policies and programs. In carrying out the duties of office, the Director shall visit the schools and attend significant school functions and develop such contacts as will foster and enhance the relationship between the Board and the communities within the jurisdiction of the Board. The Director will carry out such duties, subject to the control and approval of the Board, in accordance with the Education Act and Regulations enacted thereunder. Specifically, the Director shall:

1. attend all meetings of the Board and attend, or delegate attendance at, Board Committee meetings;
2. report to the Board regularly on system operation matters, including the performance of principals and teachers;
3. report to the Board at least annually, or more often, if required, on the performance of supervisory officers;
4. ensure effective co-ordination of the activities of all departments;
5. prescribe duties and responsibilities of the Board's employees;
6. recommend appointment, promotion, demotion, transfer and dismissal of staff to the Board;
7. analyze and respond to system personnel development needs;
8. prepare, or cause to be prepared, a complete review for the Board of the appropriate collective agreement well in advance of the commencement of negotiations with any employee group;
9. direct the preparation of the budget of the Board;
10. co-ordinate the administrative supervision services provided for all schools within the jurisdiction of the Board;
11. establish liaison with education-related agencies and organizations as required;
12. chair Executive Council meetings;
13. present the recommendations of the administration to the Board;
14. perform the functions of the Secretary of the Board in accordance with the Acts and the Regulations of the Ministry of Education and as directed by the Board;
15. perform such other duties as may be assigned legitimately by the Board.

SUPERINTENDENTS OF EDUCATION

In addition to specific functional responsibilities on a system-wide basis, the Superintendents of Education are appointed by the Board to supervise the daily operations of assigned schools. The Superintendents of Education shall report to the Board through the Director of Education in accordance with provincial legislation and the policies of the Board. The Superintendents of Education shall perform such duties as may be assigned by the Board or the Director and, in particular, shall be accountable for:

1. performing the functions of a supervisory officer as prescribed by the Acts and Regulations of the Province of Ontario and directed by the Board;
2. promoting and assessing the implementation of the Board's Strategic Plan within his/her assigned schools;
3. providing assistance to school councils as required;
4. receiving, acknowledging, and responding to parental and community concerns;
5. providing recommendations about such staffing matters as transfer, exchange, promotion, demotion, hiring, dismissal, and assignment for all on-site, school-based personnel;
6. monitor the carriage of the grievance process;
7. school budget control, as required;
8. monitoring school timetables and length of school day;
9. convening regular principals' meetings;
10. regular appraisal of teacher and principal performance for all staff in schools under their jurisdiction;
11. supervision of teacher evaluation reports;
12. assisting in the development of enrolment projections, school boundary re-alignment, potential school closures, school sites, capital improvement and accommodation requirements;
13. supervising the implementation of Ministry and system initiatives in schools under their jurisdiction;
14. provide input to the development of the annual budget with respect to areas of responsibility, and ensure that actual expenditures are within budget allocations;
15. attendance at such meetings and preparation of such reports as may be required by the Director of Education;
16. attendance at all regular meetings of the Board;
17. recommendations to the Director of Education concerning proposed policy changes and innovations.

SUPERINTENDENT OF TRANSITIONAL SERVICES

The Superintendent of Transitional Services shall report to the Board through the Director of Education in accordance with provincial legislation and the policies of the Board. The Superintendent of Transitional Services shall perform such duties as may be assigned by the Board or the Director and, in particular, shall:

1. performing the functions of a supervisory officer as prescribed by the Acts and Regulations of the Province of Ontario and directed by the Board;
2. co-ordinate the development of a Strategic Plan;
3. facilitate a high level of participation from all persons in the organization;
4. co-ordinate the creation and supervision of the Transition Support Department;
5. develop a continuous feedback and information system:
 - periodic team meetings
 - organization relations meetings
 - inter-department meetings
 - performance reviews
6. develop a comprehensive communications program to inform all staff of change processes contemplated and update staff on progress;
7. co-ordinate ongoing leadership, development, and training programs to assist staff in their roles and activities;
8. provide effective monitoring of progress during the transition process;
9. establish the office of transitional services as a centre of information;
10. co-ordinate the implementation of the L.E.I.C. recommendations;
11. recommendations to the Director of Education concerning such staffing matters as transfer, exchange, promotion, demotion, hiring, and dismissal of Transitional Services staff;
12. provide input to the development of the annual budget with respect to areas of responsibility, and ensure that actual expenditures are within budget allocations;
13. attend at such meetings and preparation of such reports as may be required by the Director of Education;
14. attend at all regular meetings of the Board;
15. make recommendations to the Director of Education concerning proposed policy changes and innovations.

SUPERINTENDENT OF INSTRUCTIONAL SERVICES

The Superintendent of Instructional Services is appointed by the Board to supervise the functions of the Instructional Services Department. The Superintendent of Instructional Services shall be responsible to the Board through the Director of Education in accordance with provincial legislation and the policies of the Board. The Superintendent of Instructional Services shall perform such duties as may be assigned by the Board or the Director and, in particular, shall be responsible for:

1. performing the functions of a supervisory officer as prescribed by the Acts and Regulations of the Province of Ontario and directed by the Board;
2. promoting and assessing the implementation of the Board's Strategic Plan initiatives;
3. review, development, and evaluation of Ministry and system curriculum initiatives;
4. development of system-wide standards of evaluation and consistent pupil assessment practices;
5. interpretation of Ministry policies and guidelines in curriculum;
6. supervision and co-ordination of support staff employed in the Instructional Services Department;
7. recommendations to the Director about such staffing matters as transfer, exchange, promotion, demotion, hiring, and dismissal of Instructional Services support staff;
8. provision of in-service workshops pertaining to practical applications of new curriculum thrusts;
9. monitoring of home schooling situations with respect to program appropriateness and student achievement;
10. recommendations to the Director of Education concerning proposed policy changes and innovations;
11. assistance to Board committees as required;
12. provide input to the development of the annual budget with respect to areas of responsibility, and ensure that actual expenditures are within budget allocations;
13. attendance at such meetings and preparation of such reports as may be required by the Director of Education;
14. attendance at all regular meetings of the Board.

Board approved
Jan. 29/98

SUPERINTENDENT OF OPERATIONS

The Superintendent of Operations is appointed by the Board to supervise the functions of Planning, Transportation, Occupational Health & Safety, Custodial, Maintenance and Property Management. The Superintendent of Operations is responsible to the Board through the Director of Education in accordance with provincial legislation and the policies of the Board. The Superintendent of Operations shall perform such duties as may be assigned by the Board or the Director and, in particular, shall be responsible for:

1. performing the functions of a supervisory officer as prescribed by the Acts and Regulations of the Province of Ontario and directed by the Board;
2. promoting and assessing the implementation of the Board's Strategic Plan within his/her assigned schools;
3. supervision of the use and maintenance of the buildings and property of the Board;
4. development and implementation of an Integrated Operations Service Model consistent with the Board's Strategic Plan;
5. recommendations to the Director with respect to enrolment projections, school boundary realignment, potential school closures, and the identification of school sites, capital improvement, and accommodation requirements;
6. supervision and co-ordination of support staff employed in the Operations Department;
7. recommendations to the Director about such staffing matters as transfer, exchange, promotion, demotion, hiring, dismissal, and assignment of Operations Services staff;
8. assistance to Board Committees as required;
9. liaison with external service providers;
10. administrative liaison with Joint Occupational Health & Safety Committee;
11. administrative liaison with School Transportation Safety Committee;
12. response to parents about transportation;
13. administration, review, and monitoring of appropriate Operations Services staff collective agreements;
14. provide input to the development of the annual budget with respect to areas of responsibility, and ensure that actual expenditures are within budget allocations;
15. attendance at such meetings and preparation of such reports as may be required by the Director of Education;
16. attendance at all regular meetings of the Board.

SUPERINTENDENT OF BUSINESS AND TREASURER

The Superintendent of Business and Treasurer is appointed by the Board to be the Senior Business Official and the Treasurer of the Board. In this capacity, the Superintendent of Business shall supervise the business departments of the system: budget development, finance, purchasing, human resources and computer services. The Superintendent of Business is responsible to the Board through the Director of Education in accordance with provincial legislation and the policies of the Board. The Superintendent of Business shall perform such duties as may be assigned by the Board or the Director and, in particular, shall be responsible for:

1. performing the functions of Treasurer as prescribed by the Acts and Regulations of the Province of Ontario and as directed by the Board;
2. advising the Director of Education on legislative matters affecting the business affairs of the Board;
3. promoting and assessing the implementation of the Board's Strategic Plan in the Business Departments;
4. submitting all Ministry reports related to funding, enrolment, staffing, records, financial statements, statistics and other reports which may be required by the Ministry of Education and Training and other government agencies;
5. review the annual budget and financial statements, as prepared by staff;
6. establishing and maintaining appropriate financial control procedures to ensure accurate tracking of expenditures for all facets of the Board's operation;
7. monitoring the approval process for requisitions and/or purchase orders from all schools, subject to advice from the appropriate superintendent as required;
8. advising on the financial implications of all contractual agreements, salary negotiations, major program changes and new initiatives;
9. co-ordinating administration of salary and benefits;
10. acting as the official custodian of all legal documents relating to property and contracts;
11. negotiating the acquisition and disposal of all Board property subject to the final approval of the Board and, where necessary, the Ministry of Education and Training;
12. supervision and co-ordination of support staff employed in the Business Departments; and recommendations about such staffing matters as the hiring, dismissal, demotion, transfer, suspension and promotion of Business Departments staff;
13. administrative liaison for non-union compensation purposes;
14. approval and control of monthly expense claims from trustees, supervisory officers, principals, and staff;
15. establishing and maintaining appropriate human resources services to ensure compliance with provincial legislation and policies of the Board;
16. attendance at all regular meetings of the Board;
17. attendance at such meetings and preparation of such reports as may be required by the Director of Education.



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